CONNECTING COLLEGE STUDENTS WITH SERVICE

A Resource Guide for Community Organizations, College Administrators, Faculty, and Students

Prepared by:
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Corporation for National Service
Created in 1993, the Corporation for National Service oversees three national service initiatives – AmeriCorps, which includes AmeriCorps*VISTA, AmeriCorps*National Civilian Community Corps, and hundreds of local and national nonprofits; Learn and Serve America, which provides models and assistance to help teachers integrate service and learning from kindergarten through college; and the National Senior Service Corps, which includes the Foster Grandparent Program, the Senior Companion Program, and the Retired and Senior Volunteer Program (RSVP).

National Service Fellows
The National Service Fellows program, launched by the Corporation for National Service in September 1997, involves a team of individual researchers who develop and promote models of quality service responsive to the needs of communities. The goal of the program is to strengthen national service through continuous learning, new models, strong networks, and professional growth.

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Upon request, this material will be available in alternative formats for people with disabilities.

ACKNOWLEDGEMENTS

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To Readers of *Connecting College Students with Service:*

We have been very fortunate to have a National Service Fellow in Ohio for the past nine months who has taken a thoughtful, in-depth and objective look at the challenges of connecting college students with opportunities to address the needs of their larger communities through service and volunteerism. Howard Wolf's work has shown that while the challenges may be many, higher education, community organizations, students and local communities benefit greatly when successful connections are made.

This publication, not only provides an analysis of the issues around making successful connections, but makes recommendations and suggests strategies for decreasing obstacles that prevent student service and volunteerism. Some of the recommendations are easily accomplished.   Others require long term discussion and development. Some will even require major policy changes at the federal or state levels.

Regardless of your "connection" with service and volunteerism, you will find the information in this resource guide helpful in understanding the "greatly underutilized" resource that college students represent. Howard's work is a valuable contribution to the field of volunteerism and service.

Sincerely,

Kitty Burcsu
Executive Director

Ohio Campus Compact
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Dear Reader:

Howard Wolf has taken the opportunity, as a National Service Fellow, to do what most of us wish we could do--spend time in sustained dialogue with community service and service-learning practitioners involved in higher education settings. He has immersed himself in dialogue with students, staff, faculty and community members to listen and learn about the benefits and challenges of the engaged campus.

From these conversations, Howard has gleaned valuable information about the issues involved in the development and implementation of quality community service and service-learning programs and experiences. These conversations ring true, not only for those involved in higher education in Ohio, but also across the nation.

We know through experience that service-learning has a powerful effect on students, faculty, the University and the community. We also know that the development of quality community service and service-learning programs and experiences as a learning and teaching methodology is still in its infancy.

While this publication does not provide all the answers, it does provide us with a keener insight into the daily challenges and rewards of utilizing community service and service-learning, and offers some valuable thoughts and insights for bettering our own practices. Whether you are a beginner or a seasoned veteran in the field, everyone will benefit from the information shared in this publication.

Sincerely,

Dick Kinsley

Executive Director

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ABOUT THIS GUIDE

"From my perspective…community service is something that I see as 'trendy' now. Everybody hears about community service and I think on some level people are willing to give food or clean their closet; but there definitely isn't that level of commitment, so I think there is a lot more that can be done and I think the potential for increased involvement is great. There are ways to encourage people and make it more worth their while. It is not necessarily mandatory community service, but you can make it much easier. If the [school] administration could 'buy-in' more to the idea of community service, then I think it could reach a higher level." - David Kaelber, medical student at Case Western Reserve University.

The *Connecting College Students with Service* Resource guide is designed to examine, identify, and offer solutions to the barriers that prevent linkages and integration between college service opportunities and national and community service. It is based on the premise that while college students are already performing a tremendous amount of service, they remain a resource that is greatly underutilized. Community organizations, college and university administrators, faculty, and students will be able to use this guide in two primary ways. It will allow readers to examine and think about ways in which current service opportunities can be strengthened and diversified. The guide will also help to provoke thoughts about the overall environment, attitude, and infrastructure surrounding student service on the campus and in the community.

METHODOLOGY FOR RESEARCH

The information for this guide was gathered from the member institutions of Ohio Campus Compact. Initially, there were two surveys which were conducted, one with the community service contact at each school and the other with the individual responsible for the Community Service Federal Work-Study Program (typically someone in the financial aid or student employment office). Upon the completion of these surveys, informational interviews and focus groups were conducted at a selection of schools that were operating national service or America Reads programs. Those interviewed included school administrators, students, community service contacts, work-study directors, national service project directors, and representatives from community agencies. Additionally, an advisory committee with representation from each interest group provided on-going assistance in the design and review of the research and of the resource guide.

While the research for this project was conducted in Ohio, the information discussed within the guide has national implications. Many of the issues addressed are frequent topics at conferences and on e-mail listservs.

BENEFITS OF ENGAGING COLLEGE STUDENTS IN SERVICE

Involving college students in service activities can be described as a "Win-Win-Win" situation. Students, higher education institutions, and the community can all benefit from the service being provided.

BENEFITS TO COMMUNITY

The community benefits of student service begin with community needs being met. While this is the most obvious benefit, a community realizes many other benefits from the student service:

- Communities are exposed to and learn about emerging generations of students.
- Students can bring unique or modern skills (such as web page design) to their service.
- Students can add youth and enthusiasm to a service program. When the service activity involves children, this can be very important. The enthusiasm can also help with general morale.
- Myths and stereotypes that a community has about students can be broken down and dispelled. Similarly, myths and stereotypes that students have about a community can be removed through exposure and experience.
- The community is able to play a role in students' educational experience. It provides an opportunity for a community to shape students' values and to prepare students for community participation after college.
- Access and connections to other resources available at the higher education institution can be established. Students can provide information about other activities occurring at the institution.

Lyn Cooper, Executive Director of East Side Interfaith Ministries in Cleveland, Ohio said, "Part of our mission is to provide opportunities for people to have experiences they wouldn't have in other parts of their lives. So, even if it is only coming down here on a Saturday when there is no one here, you still get a sense of what goes on

here and what some of the challenges are. I think it is really important for there to be a connection for college students between what they are doing and what is going on in the world around them, because they are going to be adults out in the world and I want them to have that piece of information with them when they are making decisions and impacting what happens in their job. I want them to have a first-hand experience of what goes on in our cities."

BENEFITS TO HIGHER EDUCATION INSTITUTIONS

The benefits that institutions derive from having their students involved in service are also great:

- At a minimum, it provides good public relations and allows an institution to be seen as a part of the greater community as opposed to an "isolated ivory tower."
- It allows the institution to give back to the community through its students.
- Students performing service can establish connections for other university programs. For example, a tutoring program with a school can help develop relationships for student-teaching placements.
- The institution can be viewed by the community as a resource as well as a provider. Instead of only being seen as a large employer, service allows individuals outside the institution to recognize other responsibilities and roles that colleges have within their communities.
- Beyond the public relations and service provided, student community service can supplement the educational experience being provided by the school.

Joel Rudy, Vice President of Student Affairs and Dean of Students at Ohio University stated, "I think the university also benefits by being able to teach its students and to help its students understand and clarify a set of very important values that they will then take out of here. Our goal is that our kids will walk out of here and it will be Ohio University graduates who are chairing Red Cross Boards or the Cancer Society or becoming city officials or running for the school boards, or will be heading up United Appeal or Planned Parenthood, or anything else you get involved in . . . But it's going to be our kids out there doing it. And if they are out there doing it, it benefits the university."

BENEFITS TO STUDENTS

The list of benefits that students gain from being involved in service is also extensive:

- Students are put in a position to think and act beyond themselves, which is valuable in terms of personal development.
- Students learn outside the classroom and have the opportunity to apply some of what they have learned in the classroom.
- Service provides an opportunity for life awareness and career exploration.
- Service provides experience and opportunities for students to develop leadership and technical skills, learn professionalism, and develop networks and contacts.
- Service provides opportunities for spiritual and emotional growth.
- Service exposes students to a side of life and communities that they might not otherwise see.
- Service teaches students the importance of giving back to the community and promotes an ethic of citizenship.
- Service provides students an opportunity to feel needed and wanted. It can be an opportunity for students to do something that makes a difference in people's lives, which can help provide an important psychological balance for students.
- Students who serve as AmeriCorps members or who participate in service through their Federal Work-Study job receive financial benefits for their service.

Marcy Milmark, a student at Mount Union College expressed, "I think that when you come to college it is extremely important [to be involved in service] because you're kind of stuck in a bubble and you don't really know what's going on in the area...and to just step out and see that you can help other people. You have so much to give and they have so much to give in return. I really think it enhances your college experience to get outside of yourself and know that you're not just here strictly for academics but to become a well-rounded person. You definitely get that through service. I think it would be good if the students could have a class where they go out into the community and see what it is like and give a helping hand."

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

There are a number of different types of student service resources available on college campuses. Often times, the most difficult parts of accessing these resources are simply knowing what is available and where to look. While this guide uses the term "service" as a generic term that includes national service, community service, volunteer, philanthropy, service-learning, and Community Service Federal Work-Study activities, a person might need to ask for specific resources since something called "service" on one campus may be called "volunteer" somewhere else. This section of the guide is designed to help the reader familiarize themselves with some of the basic student resources available as well as providing information on how to contact these resources.

SERVICE OFFICES

In a survey conducted with Ohio Campus Compact schools, twenty-two out of the twenty-eight respondents indicated that there was an office on campus that was responsible for promoting volunteer, service, or service-learning activities. Structurally, this office may fall under a number of different departments and the focus of activities is often determined by what the office is called and under whose authority the office is placed. The following is a list of several potential offices, the expected primary focus, and some advantages and disadvantages to this office type:

SERVICE-LEARNING OFFICE

Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. Service-learning builds upon students' service activities by providing them with opportunities to learn by preparing, leading, and reflecting upon their service experiences.

A service-learning office most likely falls under Academic Affairs and primarily promotes service through the curriculum. Since service-

learning as a methodology is emerging slowly, much of the focus of this type of office is on educating faculty about service-learning and on developing and adapting courses to incorporate service-learning. Consequently, there is generally little emphasis placed on non-curricular service and volunteerism. An exception to this would be if the institution has a service requirement for graduation.

COMMUNITY SERVICE, PUBLIC SERVICE, OR VOLUNTEER OFFICE

A community service, public service, or volunteer office most likely falls under Student Affairs or Student Activities and often has a primary focus of extracurricular service. There may be some interest in promoting service-learning; however, many of these offices have run into difficulties because of a lack of academic credentials or authority with academic departments. These offices typically function as volunteer centers and operate service programs such as an America Reads or other tutoring and mentoring programs.

CHAPLAIN'S OFFICE

When the service office is placed under the Chaplain's Office, it is often included as a part of the Chaplain's general portfolio and generally does not have a staff member whose sole focus is on promoting service activities. The service activities supported are varied and may include both curricular and non-curricular services. A disadvantage to placing the service office under the Chaplain's domain is that people may wrongly assume a religious connection that some students want to avoid. On the positive side, even when religious offices and ministries are not the primary office responsible for promoting student service, they often sponsor service activities, especially winter and spring break service trips.

COMMUNITY SERVICE LEARNING OFFICE

A community service learning office has a focus on both community service and service-learning. There are few of these offices at Ohio Campus Compact institutions.

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

Federal Work-Study (FWS) is a student financial aid program regulated by the U.S. Department of Education and administered by each higher education institution. In 1994, the FWS regulations were amended to require that colleges and universities use a minimum of 5 percent of their FWS funds for community service. Generally, the federal government provides a maximum of 75 percent of FWS funding, while employers contribute at least a 25 percent match. However, as a result of the America Reads Challenge,[1] the employer salary matching requirements have been waived for students serving as reading tutors to preschool and elementary children. As of July 1, 1998, this waiver has been expanded to include family literacy programs.[2]

For the purposes of the FWS regulations, the statutory definition of "community service" is broad. The services are designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs. Qualified Community Service Federal Work-Study (CSFWS) positions may provide either direct or indirect services to the community, and both on-campus and off-campus jobs may qualify as community service work, with a stipulation that on-campus jobs must involve a program, project, or service that is provided to the general public and not just the campus community.[3]

The development and administration of CSFWS positions are generally handled by one of three offices, Student Financial Aid, Student Employment, or the Service Office, and often is a joint effort. The most common way for CSFWS positions to be developed is by having interested employers contact the school to request help. Existing partnerships with community-based organizations and

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[1] The goal of the America Reads Challenge is to mobilize all Americans to ensure that every child can read well and independently by the end of the third grade. As a part of the Challenge, college presidents were asked to commit a significant portion of their increase in work-study allocation to fund America Reads tutors.

[2] For more information on the listed waivers, please refer to the Department of Education Dear Colleague Letters: CB-97-12, CB-98-6.

[3] For more information about FWS rules and regulations, please refer to *Expanding Federal Work-Study and Community Service Opportunities - An FWS Resource Guide from the U.S. Department of Education.*

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

local public schools are the next most common, followed by students suggesting that their employers explore the option, mailings and phone calls made by the college to eligible employers. There are a minority of schools that are exclusively using on-campus positions (e.g., Volunteer Coordinator, America Reads) to fulfill the requirement.

It is important for CSFWS employers and potential CSFWS employers to be aware that each institution determines whether summer-time usage of FWS is permitted. Those institutions permitting summer-time usage generally require that students already be enrolled for the Fall term. A few institutions require students to be enrolled for the summer in order to be eligible for summer-time FWS. Greater than half of the surveyed schools do permit summer usage. As an example, Ohio University has begun focusing more on summer CSFWS as opposed to academic year placements because of the opportunity for students to perform service that is more intensive.

Approximately half of the colleges surveyed indicated that they did not require community agencies to provide matching funds. Instead, the colleges and universities pay for the FWS match requirement with their own non-FWS funds. For the schools that did require the community agencies to provide funding, most kept the students on the school's payroll and billed the agency for the 25 percent minimum match. The number of hours that a student may work is limited by both the amount of the FWS award and the student employment policies of a school. Once a student's FWS award is exhausted, agencies generally are required to pay 100 percent of a student's wages in order for the student to continue working.

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

SERVICE-LEARNING

In courses that have incorporated service-learning methodology into the curriculum, students apply their academic skills, knowledge, and abilities to service projects that meet community needs. Educators facilitate learning by creating opportunities for students to understand and analyze their service experiences in the context of their coursework.

In addition to Service-Learning offices mentioned earlier, service-learning activities and courses may be found in a variety of academic departments. Liberal Arts departments are the most likely to have courses. However, there are examples of service-learning courses in a broad spectrum of curricula. The best ways for a community agency to connect with service-learning possibilities would be to contact the service office or an individual academic department that would relate to the service opportunity the agency wishes to provide. Service-learning is still an emerging concept, and at many institutions, its development is slower than the development of general community service activities. Most students are not familiar with the term "service-learning"; and while many might be interested in taking this type of class, they do not know to ask about potential opportunities. In addition, many faculty and students are unable to determine how service-learning can relate to fields outside the traditional "service" disciplines.

ALTERNATIVE BREAK PROGRAM

An alternative break program places teams of college students in communities to engage in short term community service projects and experiential learning during their vacation breaks. These trips are typically sponsored by a campus ministry or chaplain's office, a Habitat for Humanity chapter, a service office, or a student group such as Break Away (a national organization that has chapters on approximately fifty campuses).

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

INDIVIDUALS

Individual students can often be difficult to connect with; however, there are several different opportunities that can be explored. Service offices often serve as volunteer clearinghouses enabling organizations to promote opportunities and connect with interested volunteer candidates. The service office might also sponsor community service/volunteer opportunity fairs, allowing organizations to set up promotional booths. If organizations have a specific type of volunteer activity in mind, they could contact a related academic department to ask for assistance. Beyond that, many student newspapers print inexpensive classified ads, the cost of which is determined on a per word basis.

SERVICE ORGANIZATIONS

On campuses, there are often student organizations that have service as a primary purpose. There are national service fraternities and sororities such as Alpha Phi Omega, Gamma Sigma Sigma, and Omega Phi Alpha. The members of the National Pan-Hellenic Council (a national coordinating body for the nine historically African American fraternities and sororities) also have a focus on service. National service organizations such as Habitat for Humanity, Student Coalition for Action in Literacy Education (SCALE), and Campus Outreach Opportunity League (COOL) have campus chapters throughout the country. Kiwanis has a corresponding college organization called Circle K. Other student organizations develop a focus on environment, the elderly, or children. To contact these types of student organizations, community organizations, faculty, and students should communicate with the Service Office or the Student Activities Office. These offices are able to provide information about existing student organizations and may help match interests and needs to specific student groups.

TYPES OF STUDENT SERVICE RESOURCES AND HOW TO CONNECT

GROUPS WITHOUT SERVICE AS PRIMARY FOCUS

Many student organizations, which do not have service as a primary focus, are often involved in service, volunteering, and other philanthropic activities. Professional, honorary, and social fraternities and sororities often adopt a specific organization with which they develop long-term relationships. Student religious groups frequently have a service component as well. Student governments and residence hall associations may promote service activities such as one-day plunge events. (Plunge events are activities designed to involve a large number of students in service at the same time.) Honorary societies such as Golden Key National Honor Society and Mortar Board often require their members to be involved in service. Interested individuals or organizations can learn more about these organizations through the Service or Student Activities Offices.

THINGS TO THINK ABOUT

While college students are already performing a great deal of service, they remain a largely untapped resource due to various issues and barriers. Through identifying, addressing, and removing these obstacles, opportunities for student service can be greatly increased and strengthened.

In analyzing the research for this guide, the issues and barriers described were categorized into five general topics: School Administrative, Student, Curriculum and Faculty, Community Organization, and Relationship Issues.

SCHOOL ADMINISTRATIVE ISSUES

- *LACK OF RESOURCES* - The need for three resources was mentioned repeatedly: time, money, and staffing. Work-study directors have CSFWS as one part of their portfolio and often do not have enough time to develop new placements or to monitor closely off campus CSFWS placements. Time constraints also can prevent proper planning from occurring for programs. Service offices are still primarily grant funded which leads to tight budgets. The grants often dictate a specific service focus for the office as well, leading to limited opportunities for program development. Despite the fact that service offices could easily benefit from having at least one full-time staff member whose sole responsibility is promoting and developing service activities, many schools are operating a service office with part-time staff who have other responsibilities as well (such as when it is part of the Chaplain's Office).

- *INTERDEPARTMENTAL RELATIONS* - Turf issues can often arise when dealing with service programs. This makes the need for an understanding of the turf issues, clear communication, and collaboration essential for success. Turf issues that arise are include the authority for the CSFWS program; the placement, title, and focus of the service office; segmentation of service responsibilities; and separation of undergraduate programs from graduate schools within a university.

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

⇒ ***Authority for the CSFWS program*** - While FWS is a Financial Aid program, the financial aid staff often does not have the experience or connections with community-based agencies needed in order to develop a successful CSFWS program. At the same time, the staff of a service office generally does not have the financial aid experience needed to administer the program either. Collaborations would work best, but this means sharing responsibility and ownership. As an example, to be successful, an America Reads program may need to form a collaboration between the financial aid department (because of the FWS implications), the service office (which might already sponsor a mentoring program), and the Education department (which can provide literacy tutoring training).

⇒ ***Placement, title, and focus of the service office*** - The different types of service offices were identified in the section "Types of Student Service Resources". As indicated in that section, the placement and title of the office can impact the service focus. The following questions can help determine what is best for a specific campus:

 ∗ Administratively where should the service office be placed?

 ∗ Should it be a part of Student Affairs, Academic Affairs, Public Affairs, the Chaplain's Office, or some other campus office?

 ∗ Should it have a service-learning or general volunteering focus?

 ∗ Should it operate programs and should those programs be focused on education, environment, housing, public health, etc.?

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

⇒ ***Segmentation of service responsibilities*** - Especially at larger universities, there is pronounced segmentation of service. One office may be responsible for promoting service-learning among the faculty, another may be responsible for student volunteer service, a third might be responsible for community relations, and the financial aid office might be responsible for the CSFWS. At the same time, individual academic departments might be promoting service opportunities within that discipline (e.g., The Education department may sponsor a tutoring program or the Accounting department may sponsor a tax help program for community residents.) With multiple offices, there is the potential for communication to break down, for there to be a lack of knowledge of each other's activities, and for an unnecessary overlap of services. However, there also is the potential for the offices to support each other's activities and for synergy.

⇒ ***Separation of undergraduate programs from graduate schools within a university*** - Graduate students often do not use the services offered by the undergraduate school or even other graduate schools at the same university. This is largely because graduate schools often have their own financial aid, career services, student activities, etc., offices that specialize in the concerns of students in the specific graduate field; however, this leads to a more generalized separation as well, leaving non-duplicated undergraduate offices unutilized by the graduate students.

- ***LACK OF AWARENESS***

  ⇒ A lack of a clearly defined service office and/or insufficient staffing can impede student access and promotion of service.

  ⇒ Communication of opportunities can be a tremendous barrier, especially if there is not a service office, at large institutions, or when multiple departments may be responsible for service.

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

⇒ Lack of knowledge of the other resources available within the institution can also be a barrier.

⇒ The physical placement of the service office also can lead to visibility problems if it is not in a location that students frequent.

⇒ Even when these specific obstacles are not present, and publicity does occur, that does not guarantee that students see and read the information. For example, students whose parents handle their financial aid information may not know that they are eligible for work-study.

- *PHILOSOPHICAL DIFFERENCES* - Many school administrators respond that service is an important ethic that the school promotes and encourages. The issue becomes whether these words are rhetoric or are supported through actions. Because service cuts across disciplines and departments, it is important that the active administrative support for service begin with the President of the school. The following questions are the types of questions that should be answered in order to help gauge the relative importance of service and opportunities for further service development.

⇒ Does the school have a service office and sufficient funding for staff and programming?

⇒ Is the school a member of Campus Compact?[1]

⇒ Does the school require service for student graduation or faculty tenure?

⇒ Does the school recognize service by students and faculty?

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[1] Campus Compact is a national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

⇒ Are the faculty and staff role models when it comes to service activities?

⇒ Is service-learning incorporated into many class curricula?

⇒ Are service opportunities incorporated into student orientation?

⇒ Has the school committed to participating in the America Reads Challenge?

⇒ Does the school sponsor a volunteer fair?

⇒ Are CSFWS positions developed and promoted?

⇒ Does the school emphasize a particular type of service, such as service-learning, student groups, or national service?

⇒ Is there an underlying belief that the need for community involvement is fulfilled by having Social Work, Nursing, or Education programs that require internship, field, and clinical experiences?

- ***INSTITUTIONAL CHANGE IS SLOW*** - Change typically is much more difficult than keeping the status quo, thus it does not happen quickly. Attitudes are especially hard to change. Often, change takes time, money, and energy. Since service-learning and CSFWS are fairly new concepts, there can be resistance to them. Faculty members are familiar and comfortable with the traditional curriculum and Financial Aid staff are used to the traditional FWS jobs, as a result there are fears and concerns about these changes. "Newer" faculty members are more likely to have had previous service experience, thus they may be more open to service-learning and CSFWS and may have a different service ethic.

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

- *ADMINISTRATION OF COMMUNITY SERVICE FEDERAL WORK-STUDY*

  ⇒ Given the broad definition of "community service" in the Federal Work-Study regulations, schools have some liberty in determining how to fulfill the requirement. Despite the broad definition, most institutions appear to be following the "spirit of the law" (in other words a stricter definition of "community service") in addition to the "letter of the law".

  ⇒ In developing and administering a CSFWS program there are a number of questions that an institution has to answer. In answering the questions, there are many trade-offs and implications:

    ∗ What is the budget for CSFWS and how many positions will be necessary?

    ∗ Will students be working for off-campus agencies or for programs run through campus departments? Placing students with off-campus agencies provides a resource to the community and often allows for a greater diversity of opportunities for the students. However, placements with off-campus agencies require contracts and may be more difficult to monitor.

    ∗ Will the institution require that CSFWS positions be non-clerical? Some institutions have required this because these clerical positions are available on-campus. The counter-argument is that clerical work may be what the community agencies need.

    ∗ Will there be any incentives attached to the CSFWS positions in order to attract students? Examples include higher wages, mileage reimbursement, and larger raise increments.

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

∗ Will off-campus agencies be charged for a portion of the student's wages? Requiring agencies to pay a portion may eliminate some agencies that can not afford it; however, it can also increase an agency's accountability, feeling of vested interest, and feeling of ownership.

∗ If off-campus agencies are used, who will be the employer and on whose payroll will the student be placed, the off-campus agency or the institution? When the college is the employer, the Internal Revenue Service has ruled that the institution does not have to pay FICA taxes for student employees. This ruling does not hold when an off-campus agency is the employer.[1] An institution may wish to have the off-campus agency as the employer so as to potentially decrease the institution's liability or because it may increase the agency's feeling of ownership; this however causes the institution to give up some control over the program. Another issue to consider is the cash flow impact of placing a student on the agency's payroll, since typically FWS funds cover 75 percent of the wages.

∗ Who will be responsible for other costs such as employer taxes, background checks, medical physicals, etc. that may be necessary for the position? These costs, although often small, can potentially eliminate some community agencies from being able to afford to use FWS students.

⇒ Every institution has its own payroll system for handling the payment of Federal Work-Study earnings. These systems typically are computerized with built-in checks and balances to prevent mistakes from occurring. Exceptions, such as match waivers for America Reads or paying a living allowance instead of hourly wages for AmeriCorps members, can present

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[1] The Internal Revenue Code contains a provision that allows a FICA tax exemption for "a student who is enrolled and regularly attending classes" at the college or university where the student is employed. (IRC § 3121(b)(10)). In January 1998, the IRS released Rev. Proc. 98-16 which clarifies the requirements of being considered a "student".

THINGS TO THINK ABOUT

SCHOOL ADMINISTRATIVE ISSUES

different challenges if the system is not designed to accept the exceptions. In addition, institutions with regional campuses may find it difficult to monitor the budget and spending of CSFWS depending on the level of autonomy of each campus.

⇒ Despite recent increases in the amount of money allocated by Congress for FWS and despite the requirement that schools utilize a minimum of 5 percent of their FWS budget on CSFWS positions, for the most part, there is not a concerted effort to develop new positions. This is not necessarily because of lack of interest, but rather because of a lack of time and staff resources. At the same time, once enough CSFWS positions are developed to fulfill the minimum requirement, there may be budgetary restrictions or a lack of institutional interest and emphasis on developing additional positions. This is most common when the overall number of FWS positions available exceed the number of FWS students seeking positions. There may also be a feeling that the size of the CSFWS program is insignificant in comparison to the amount of time, energy, and resources needed to administer it. Another reason that some institutions have found meeting the spending requirements in a small community to be difficult is that there are a limited number of agencies with which to work. Another possibility is that schools have used the allocation increases to raise wages for existing FWS jobs in order to better compete with non-FWS jobs instead of or in addition to creating new positions.

⇒ *America Reads* - Over 1,000 colleges across the country have accepted the America Reads Challenge, which encourages colleges to engage FWS students as tutors to help all children read well and independently by the end of third grade. There have been several issues that have arisen as these programs develop:

∗ While each campus is different, the program best functions as a partnership between the work-study office, which has the experience administering the financial aid regulations,

and either a service office and/or an Education department, which have on-going community relationships and experiences.

∗ As the Challenge specifically encourages colleges to engage FWS students, there has been little focus on recruitment of non-FWS student volunteers, which is also part of the greater America Reads Initiative. The current FWS focus may be a function of program start-up, which will balance out over time, however it also may be because of a lack of interest administratively in using both FWS and volunteers in the same program.

∗ Especially at schools that do not have an Education department, there is significant concern regarding providing the necessary tutor and literacy training to the FWS students.

∗ There also is some concern about measuring the impact of the America Reads tutors. This may prove to be a problem down the road, because FWS reporting has traditionally been based on dollars spent and number of students receiving funding, so there is a fear that many programs may not have built measurability and evaluation into their program design.

• *LIABILITY AND RISK MANAGEMENT CONCERNS* - In today's society, liability and concerns about being sued are wide-spread. Student safety, transportation, working with children, and work-study employment issues are among the most common concern areas. While the potential for being held liable cannot be eliminated, actions can be taken to manage the risk and minimize the exposure.

⇒ Consultation should occur with legal counsel to understand the liability potential.

THINGS TO THINK ABOUT
SCHOOL ADMINISTRATIVE ISSUES

⇒ There should be signed contracts between the institution and off-campus agencies.

⇒ It should be clearly defined who the employer of a work-study student is.

⇒ Adequate insurance protection should be acquired.

⇒ Proper training should be provided.

⇒ Appropriate supervision should exist.

⇒ Appropriate screening procedures should be established for selecting students. This is important for both volunteer and paid service positions.

⇒ For programs working with children, criminal background checks should be conducted.

This list is by no means a complete list of the actions that can and should be taken; however, it can provide a basis for some initial action steps to occur.

THINGS TO THINK ABOUT

STUDENT ISSUES

- *TRANSPORTATION* - This was one of the most common barriers mentioned. As not all students have their own transportation, they must rely on public transportation, taxis, school-provided vehicles, carpools, or walking in order to perform service at sites located off-campus. Service locations that are not located in walking distance present transportation problems; however, it is also important to remember that the service need may not be within walking distance. (Note: transportation is typically not an issue for graduate students, only undergraduate students.)

PUBLIC TRANSPORTATION
Positives:
- Public transportation is dependable and has known schedules and routes.   - Each trip is relatively inexpensive
Negatives:
- In many locations, especially small communities and rural areas, there is no public transportation. Even in areas where there is public transportation, the service locations may not be convenient to the routes.   - This can be time consuming for students, especially if the route involves transfers or does not run frequently.   - There is a per-trip cost involved that students may have to pay out of their own pocket.   - Public transportation sometimes has a negative stigma associated with it that may make students reluctant to use it.   - There can be a safety issue involved if students have to wait in unfamiliar or unsafe neighborhoods at night for the bus to arrive.

Ohio State University (OSU) has developed a relationship with the Central Ohio Transit Authority (COTA) in which OSU has built-in to the student activities' fee an approximate $8.00 per quarter charge that provides unlimited access to COTA for the students. The student identification card becomes the bus pass.

TAXIS

THINGS TO THINK ABOUT
STUDENT ISSUES

Positives:
• Dependable.
• Can be scheduled around needs of individual or program.
Negatives:
• In some locations, especially small communities and rural areas, taxi service may not be an option.
• Compared to public transportation, there is generally a significantly more expensive per-trip cost involved.
• There can be a safety issue involved if students have to wait in unfamiliar or unsafe neighborhoods at night for the taxi to arrive.

CARPOOLS
Positives:
• Cost to institution or agency is limited to gas or mileage reimbursement (if reimbursement is provided).
• The driving time can be used for debriefing and service-reflection.
Negatives:
• Transportation cost is passed on to student unless they receive gas or mileage reimbursement.
• Scheduling can be difficult.
• Liability can be an issue.
• Multiple vehicles might be necessary if there are more students than can fit in a single car.
• Some institutions discourage students from having vehicles on-campus.
• If the driver is unable to attend, all students are prevented from attending unless alternative transportation option is available.

THINGS TO THINK ABOUT
STUDENT ISSUES

SCHOOL OR COMMUNITY AGENCY VEHICLES
Positives:
• The driving time can be used for debriefing and service-reflection. • Limited per trip cost. • If vans are used, more students can be transported (as compared to carpools or taxis).
Negatives:
• Cost of vehicle purchase, maintenance, and insurance. • Liability issue regarding insurance coverage for driver. • Scheduling can be difficult. Schools with vehicles have continued to list transportation as an issue, even if there is one school-provided vehicle, more vehicles could be utilized.

Using school or community agency vehicles is one of the most common methods for solving the transportation issue and there are a wide-variety of ideas for acquiring or accessing vehicles including:

⇒ University discretionary funds.
⇒ Relationships with car dealerships.
⇒ Purchasing used vehicles from rental companies who typically sell off their old fleets and purchase new fleets each year.
⇒ Relationships with other departments within an institution, such as the athletic department, which may have fleets of vehicles.
⇒ Relationships with community agencies that have vehicles.

WALKING
Positives:
• No cost. • Scheduling can be done on an individual basis. • Convenient.

THINGS TO THINK ABOUT
STUDENT ISSUES

> *Negatives:*
> - Limits the number and types of opportunities to those located close to campus.
> - Bad weather can prevent attendance.
> - Depending on the time of day, safety can be an issue (e.g., during rush-hour traffic or after dark.

- ***LACK OF KNOWLEDGE OF OPPORTUNITIES*** - One of the biggest barriers to involving students in service activities is awareness. Students often do not know that there are opportunities for work-study jobs that have a community service focus or that a school offers service-learning courses. Depending on their course of study, many students are uncertain as to how service-learning could even be incorporated into their discipline.

- ***CONVENIENCE*** - The more convenient something is, the more likely it is that people will participate. If getting to a service site is a hassle or takes a long time, then students will not participate or will participate less often. Similarly, if a student's class schedule makes it more convenient to serve during evenings or on weekends, those agencies that are more flexible in terms of when service is performed are going to find recruitment of students to be easier. In addition, if the campus is a self-sustained community and the students have little need to go off-campus, they may not be aware of the needs that exist.

- ***TIME AVAILABILITY*** - This is a two-part issue. The first part deals with when students are available versus when service opportunities are available. For this, flexibility is extremely important; not only in regard to the students' current schedule, but also in dealing with the fact that students' schedules can change each quarter or semester. The second part of this issue deals with the timing of the students' availability. Classes, exams, and vacations are going to prevent students from serving. With regard to the convenience and transportation issues, the less time that it takes for a student to travel to a service site, the more

THINGS TO THINK ABOUT
STUDENT ISSUES

time they have for service. If students have the perception that they do not have the time, they will not even explore what opportunities are available. The key then becomes bringing opportunities to the students.

An example of bringing the service opportunity to the students: instead of trying to take "unavailable" students to serve at a soup kitchen, a table could be set up in the student center for students to stop by briefly and make sandwiches which are later taken to a soup kitchen. This project can involve hundreds of students instead of just the number that go to the soup kitchen.

- *NATURE OF STUDENTS*

  ⇒ Community college, non-traditional, and commuter students often have a greater personal stake in the college's community and thus are more likely to be interested in service activities. However, these students are also more likely to have outside time constraints (e.g., family, job, and commute time) that would prevent them from becoming involved in campus-based service activities. Incorporating service into the curriculum, individual volunteer and service activities, and short-commitment plunge events are more likely to be successful than service groups or programs like AmeriCorps.

  ⇒ Students who are from communities that are different from the one in which they attend college may have incorrect or preconceived ideas about the nature of the community in which the college is located. These ideas can lead to negative prejudices, feelings of superiority, and attitudes that, if left unchecked, could prevent effective and beneficial service from occurring.

  ⇒ Students who are in highly competitive disciplines may find it difficult to take time away from their academics for service. This may also be an issue for: first generation college attendees who may feel an extra sense of family obligation to

THINGS TO THINK ABOUT
STUDENT ISSUES

      focus on being successful academically; students receiving scholarships that require a certain level of academic achievement; and students who are trying to get accepted into graduate programs.

⇒ Most service opportunities are social-service based and may not appeal to individuals in scientific or technical-based studies. For this reason, it is important to include the students in planning of service activities and programs.

⇒ It is common for the same students to be involved in multiple service activities.

⇒ Some students may be opposed to CSFWS or participating in a national service project in which they receive a living allowance, which they view as "paid volunteerism".

⇒ Service is growing at the high school level. Consequently, more students are entering college with previous service experience and are more interested in collegiate service opportunities.

- ***MOTIVATIONAL ISSUES*** - Motivation is key to involving students in service activities. Being able to generate interest and to show need is important. Therefore, knowledge of the campus culture and the relative importance of service is crucial. A student's reasons for performing service can include altruism, wanting to be able to put it on a resume, fulfilling requirements for a class or graduation, socialization, and even financial in the case of CSFWS. It is important to recognize and accept these different motivations because they may also reflect different commitment levels and because motivations can change over time. Another issue here is the fact that service is usually not a glamorous activity, making the benefit and importance difficult to recognize. Service-learning courses can be a good vehicle for overcoming all of these issues as they can provide the initial stimulus for service and offer opportunities for reflection. Similarly, student

THINGS TO THINK ABOUT
STUDENT ISSUES

groups and programs run by a service office often serve as an impetus for students to become involved when they might not volunteer on their own.

- ***WORK STUDY IS ONLY AVAILABLE TO QUALIFIED STUDENTS*** - Not all students are eligible for CSFWS positions because FWS is a financial aid program and FWS eligibility is based on financial need.

THINGS TO THINK ABOUT

CURRICULUM & FACULTY ISSUES

- *LACK OF UNDERSTANDING OF SERVICE-LEARNING* - Among faculty, there is a general lack of understanding of what service-learning is and what it entails. The faculty also may fear that a service-learning course would be "fluff" or superficial. Training and re-education of faculty are needed.

- *FEAR AND RESISTANCE TO CHANGE*

  ⇒ Because service-learning is new or unknown, there can be reluctance because faculty may think that it is more difficult to teach.

  ⇒ Faculty may be hesitant to take time away from the traditional classroom setting.

- *LACK OF IMPACT OF SERVICE AND SERVICE-LEARNING ON TENURE PROCESS* - Despite institutional encouragement for service involvement and of service-learning as a teaching methodology, they do not typically factor in heavily toward tenure decisions. It is not only important that institutional support for service be given, but departmental support is also crucial.

- *ENSURING QUALITY OF EXPERIENCE AND QUALITY OF EDUCATION* - Faculty are concerned about the learning experience in service, but it is also important for the community that the service performed is both a quality experience and beneficial to the community. Ensuring these same qualities also is an issue when service is a graduation requirement.

THINGS TO THINK ABOUT
CURRICULUM AND FACULTY ISSUES

- *LACK OF INTEREST*

  ⇒ Some people believe that there is no need for service-learning in the curriculum when students are already doing service on their own. Conversely, when service is built into the curriculum, there is a fear that students will not feel the need to do service on their own.

  ⇒ Newer faculty who might be more inclined to encourage service are faced with having to "publish or perish" and must focus on research and publishing in order to gain tenure. Therefore, they are unable to commit much time to modeling service activities, developing service-learning curriculum, or establishing relationships with community organizations.

THINGS TO THINK ABOUT

COMMUNITY ORGANIZATION ISSUES

- *LACK OF RESOURCES* - As discussed earlier in the list of School Administrative issues, community organizations face similar barriers when it comes to the resources of time, money, and staffing.

- *LACK OF AWARENESS* - Networking and having personal contacts are key to establishing service opportunities and recruiting students. Community organizations may not know what services an institution and its students can provide, who should be contacted at an institution, or even how best to use students. The most important method for overcoming these barriers is to start asking questions. The first question to ask is how to contact the Community Service Office.[1] Another way of searching for information about colleges is through the Internet and the World Wide Web.

- *LACK OF CONSISTENCY* - A barrier that hampers long-term service, be it CSFWS jobs or programs such as mentoring programs, is a lack of consistency from the college student. Consistency is especially important when the student's service affects direct service activities and when extensive training is needed for the service. Possible causes for the inconsistency:

  ⇒ Student availability may change from term to term because of class scheduling. This barrier may be very difficult to eliminate from the student's perspective, especially if a class is only offered at a certain time and is required for graduation.

  ⇒ A school's academic calendar, specifically the exam and vacation schedule, is another barrier that is typically beyond a student's control. However, the students should be made aware of the importance of the commitments that they make to organizations. During final exam weeks, students may not be

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[1] Note: the term "community service" was specifically used here instead of the term "service" because the meaning is less likely to be misunderstood by people.

THINGS TO THINK ABOUT
COMMUNITY ORGANIZATION ISSUES

available during their regularly scheduled service time, but they might be able to perform a reduced or different schedule. Also, although most students are unavailable during the vacation breaks, community agencies may find that some of the students are from the local area or will be remaining in the campus area and are willing to continue serving. In fact, these students often are able to provide an increased number of hours during vacation breaks.

⇒ Lack of student follow-through on commitments. This reason is entirely within the student's control and should not be tolerated. Clear communication and an orientation that stresses the importance of the commitment may help. However, if a student or student group does not follow-through on a commitment, an agency should communicate to the student the disappointment and the impact of the student's inaction. When appropriate and possible, an agency should also communicate this information to the administrative individual at the school who may have referred the student or the group. If a student group is involved, the group's advisor could be contacted and in the case of a student from a service-learning class, the student's professor should be notified.

⇒ Turnover of staff at the community agency or college. When the primary contacts change, not only do breakdowns in communication occur, but also expectations and roles can change.

Because of consistency issues, some organizations have found that it is easier to work with groups than individuals. Groups can commit for a greater length of time, especially if the individuals providing the service do not have to be the same people each time.

THINGS TO THINK ABOUT
COMMUNITY ORGANIZATION ISSUES

- *FRUSTRATION REGARDING PAPERWORK*

  ⇒ Concerns here include the amount of time paperwork takes, the timeliness of paperwork submission, and a lack of understanding of the need for paperwork. Agencies also need to track each student's FWS earnings to ensure that the earnings do not exceed the award amount. Proof of action and proof of impact is extremely important for funders and the government. This proof can translate into timesheets, sign-in sheets, and action logs. Contracts between the institution and off-campus agency help clarify roles and responsibilities. Clear communication of what is required and when, as well as joint understanding of the importance and reasoning for each paperwork item helps address this issue.

  ⇒ The issues of paperwork can be intensified if a community agency is partnering or working with more than one institution, as there typically are different policies and procedures for each. This is most apparent in CSFWS programs where each institution can have different forms, timelines, pay rates, and match requirements.

- *ABILITY TO UTILIZE RESOURCES*

  ⇒ Some issue areas can more easily attract volunteers than other issues. As a result of the April 1997 Presidents' Summit for America's Future and the America Reads Challenge, working with youth is currently a "hot" topic nationally and there are concerted efforts being made to attract volunteers for this issue; however, this can lessen the emphasis placed on volunteer recruitment for other issue areas such as the environment or community development.

  ⇒ Timing of volunteer availability can also be a concern because if the need is during a weekday and the college students are only available during weekends or evenings, then the needs can not be met. Conversely, students may be available yet an agency may not have meaningful experiences for them.

  ⇒ Community ownership and empowerment are extremely important. While issues such as transportation and time availability may dictate some aspects of the service students

THINGS TO THINK ABOUT
COMMUNITY ORGANIZATION ISSUES

can offer, communities and community agencies need to want the services. Whenever possible, members of the community should be engaged in service activities alongside the students.

- *ORGANIZATIONAL STRUCTURE*

  ⇒ Organizations with standardized policies and procedures such as school systems or local chapters of national organizations may have more difficulties in using different types of service resources. Contracts, program structures, paperwork, and volunteer requirements may have to be standardized based on established bureaucracies.

  ⇒ An organization's staff needs to "buy-in" to the use of college students. This is especially important when the staff has to be flexible in order to use the students. For example, if a staff member who typically works only on weekdays has to arrange to be present on a weekend to accommodate the students, the staff member's willingness and attitude will have a direct impact on the success of using those students.

  ⇒ With changes in the welfare system, welfare-to-work initiatives can be seen as a competitor to CSFWS since the potential work opportunities may be the same for each.

- *LIABILITY AND RISK MANAGEMENT CONCERNS* - This topic is discussed in the section on School Administrative Issues.

THINGS TO THINK ABOUT

RELATIONSHIP ISSUES

- *AMOUNT OF TIME NECESSARY FOR BUILDING AND MAINTAINING RELATIONSHIPS* - In a world where everyone has a tremendous amount to do and where resources are tight, crisis management is often the mode in which people work. This makes it difficult to devote time to both new endeavors and the maintenance of efforts that are going well. Only when problems occur is significant attention paid to a project. Since collaborations, partnerships, relationships, and programs take a significant amount of time and energy to plan, develop, and maintain, this can be a great barrier. Taking the necessary amount of time in the initial stages can help avoid unrealistic expectations, miscommunications, and other problems.

- *IMPORTANCE OF PERSONAL RELATIONSHIPS* - Both the development and maintenance of relationships rely heavily on personal contacts. Many service relationships develop simply because people from the community and colleges know each other; however, many of these same relationships cease when the individual people responsible for developing the service opportunities change jobs. While it is unlikely that this issue can be completely eliminated, community partnerships that develop beyond individual people will help to minimize the importance of personal relationships regarding sustainability.

- *LACK OF COMMUNITY UNDERSTANDING OF STUDENT ISSUES* - Communities need to not only be aware, but need to accept and understand how the details regarding a student's priorities, availability, and personal development will affect the services that a student can provide.

  ⇒ A student's first priority generally is his or her own education. Students' availability can change from term to term because of class schedules. Later in a term, a student may find the need to focus more on his or her studies. Exams are often scheduled for a different time than the normal class schedule.

⇒ Winter and spring vacations are usually seen by students as opportunities to get away from school, to visit home, or to travel. Since an overwhelming majority of students do these activities, most students would not even think to consider doing anything different.

⇒ Many college students are living away from their families for the first time and, as a result, have to learn to deal with their new-found independence and the feelings and emotions that accompany it.

For a community organization, these and other circumstances mean that the service a student is performing for an organization may sometimes be placed on a "back-burner", even if the service is a paid job.

- ***LACK OF STUDENT UNDERSTANDING OF COMMUNITY ISSUES*** - Students need an awareness and understanding of how their actions and attitudes impact the service they are attempting to provide a community.

⇒ Students need to consciously understand that community issues do not disappear during final exams or student vacations. Community agencies need to be aware that despite good intentions on the part of students, student service activities will decrease during these periods.

⇒ Community organizations have a need for professionalism from students. This includes attendance, fulfilling commitments, arriving on time, wearing appropriate dress, and notifying the agency in advance of necessary absences.

⇒ College students who attend school in a community different from their own often do not have experience relating to the issues of their new community. This may be because of differences in culture, religion, race, socio-economics, or other diversity issues. When students first arrive at school as

THINGS TO THINK ABOUT
RELATIONSHIP ISSUES

freshmen, they are often told not to go into certain "bad" neighborhoods for "safety" reasons by their parents or by the campus police departments. This encourages the fear, separation, and prejudices. Students also need to be careful not to approach the community with an attitude of superiority.

- *OTHER RELATIONSHIP ISSUES*

⇒ Conflicting goals and priorities between the community organization, the institution, and students affect relationships and how service opportunities are viewed. The relative importance between service and learning factors in here. As an example, a community organization may be more interested in the short-term benefits of a student's service impact, while the college may be more concerned with the long-term benefits of how the same service experience will impact whether a student chooses to continue service throughout the rest of his or her life.

⇒ Community organizations that are using a variety of student service resources may not differentiate between the resources, particularly in terms of the expectations, the treatment of the students, and in their feelings about using students. However, at an institution where these service responsibilities are segmented into different departments, differentiation based on authority over the program can become natural. Two reasons that this difference in viewpoint can be important are for reporting purposes and for communication.

⇒ Agencies may develop a CSFWS position with a university and then may not be able to find a student for the position. Timing and transportation can play a large role in this issue.

⇒ One bad experience -- be it for a student, an agency, or an institution -- can ruin a relationship. Any of the following examples have the potential to strain or destroy a relationship:

THINGS TO THINK ABOUT
RELATIONSHIP ISSUES

* A student who is inconsistent or unprofessional

* An agency being untimely in paying its portion of FWS to a university, failing to provide proper supervision, or providing an unsafe environment

* An institution placing a student who does not work out well or the institution being unable to provide the student resources that an agency needs

Additionally, it is important that a service is provided and that students do not become a chore or burden. Despite the negative possibilities, if time is taken to develop and understand each other's needs, expectations, and limitations, and if there is a method for dealing with issues that arise, strong, successful relationships can be developed.

MODELS OF NATIONAL SERVICE AND COLLEGE STUDENTS

Involving college students in national service programs can present unique situations, issues, and options. There are several models in use that pair up Corporation for National Service programs with college students. These models include: College students enrolling as AmeriCorps members and AmeriCorps*VISTA (Volunteers in Service to America) Summer Associates, placing AmeriCorps or AmeriCorps*VISTA members on a college campus to strengthen service capacity, AmeriCorps members serving alongside both volunteer and Federal Work-Study (FWS) students, and Learn and Serve America grants.[1]

College students as AmeriCorps members

The use of college students in AmeriCorps projects has been occurring since the start of AmeriCorps in 1993.[2] Projects operated by both colleges and community agencies have enrolled college students as part-time members and have paid them a living allowance out of their AmeriCorps grants.[3] Some projects have used FWS students and have used the FWS money to pay for the living allowance, thereby allowing projects to increase the amount of federal funds available to a project.[4] With the FWS funds, projects can budget fewer dollars for living allowances to the AmeriCorps grant, and instead can appropriate these funds elsewhere in the budget. This approach actually increases the federal cost per member; however, the federal cost per member charged back to the Corporation for National Service is constant. Another option is having college students enroll in an AmeriCorps Education Award Only project and earn their FWS grant. This approach can be

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[1] For specific guidelines and regulations on Corporation for National Service programs please contact the Corporation, the State Offices of the Corporation, or the State Commissions on Community Service.

[2] Note: The discussion of this model focuses on full-time college students and part-time AmeriCorps opportunities. It does not address how the issues and recommendations would differ for part-time students.

[3] While there are instances of college students attending school full-time while serving as full-time AmeriCorps members, the amount of time required for each activity typically makes the option prohibitive.

[4] AmeriCorps regulations permit a maximum of 85% federal funding for living allowances.

MODELS FOR USING NATIONAL SERVICE
AND COLLEGE STUDENTS

utilized for a project based at a school or with a community organization. Currently, most projects are structured either for 900 hours over one year or for 900 hours spread over two years. There is an option to spread the 900 hours over three years for individuals who are enrolled in higher education, however this option is not widely utilized. Education Award Only projects drastically reduce the federal cost per member charged to the Corporation for National Service.

Issues to think about when exploring models using college students as AmeriCorps members:

- A project designed for more than one year may dissuade or prevent graduating seniors from participating. This can also be a problem for students who participate in Junior Year Abroad, Internship, or Co-op Programs.
- Nine-hundred hours in one year can be extremely difficult for a full-time student, as many students only work five to fifteen hours per week during the school year. Institutions also generally cap the number of hours per week that students may work.
- Projects that have AmeriCorps members serving in schools should also have after-school opportunities for part-time members who are also full-time students. The reason for this is because the number of in-school hours is only slightly greater than the 900 hour part-time AmeriCorps commitment. Since the college students normally have their own classes during the same school-day time period, completing the 900 hours solely during the school day is often impossible.
- Scheduling of training needs to be considered prior to member recruitment and built into the project schedule.
- Students are often hesitant to make a long-term commitment and a two or three year project may find it difficult to recruit and retain members.
- While the Corporation for National Service does not feel that AmeriCorps membership should be viewed as a job or that the living allowance should be viewed as wages, many AmeriCorps members do not recognize the difference. This can especially be

MODELS FOR USING NATIONAL SERVICE AND COLLEGE STUDENTS

the case for college students who may not have the time for a part-time job and AmeriCorps, yet need to earn money to help pay for the high cost of college. The amount of the living allowance may discourage potential members or may result in members having to have a part-time job in addition to their AmeriCorps service and their schooling. This should be discouraged because it can detract from the level of priority given to the AmeriCorps service.

- Because of the amount of time required for AmeriCorps, most students look for the experience to be beneficial in their career development. Project design and recruitment should take into account career interests in order to provide a strong link in the student's mind.

- The Internal Revenue Service (IRS) has determined that colleges and universities are not required to pay FICA taxes for student employees. This ruling does not cover students when an off-campus agency is the employer.

- FWS is a Financial Aid program that students have to qualify to receive. A project using FWS either needs to utilize only FWS students or needs to have a pool of money available to cover the cost of any living allowance offered to a non-FWS AmeriCorps member.

- Colleges and universities are required to pay at least the Federal minimum wage to FWS students, and often exceed that amount. The schools also set a limit on the dollar amount of the FWS grants to students. In a survey conducted with the work-study directors at Ohio Campus Compact schools, the maximum grant awarded a student exceeded $3000 at only three of the twenty-seven schools responding. At over half of the schools, the maximum grant award was less than $2000. Using the Federal minimum wage of $5.15/hour, a FWS award of $3000 would only permit a student to complete 582 hours of service under the FWS, whereas a $2000 award would only permit 388 hours. Therefore depending on a project's structure, a separate pool of money may be needed to pay members whose living allowance or service term will exceed these amounts.

MODELS FOR USING NATIONAL SERVICE
AND COLLEGE STUDENTS

- FWS regulations require hourly wages to be paid, while AmeriCorps regulations do not permit living allowances to be paid hourly. Projects may wish to seek guidance from the Corporation for National Service and the Department of Education before determining how to pay a member's living allowance.

- Half of the Ohio Campus Compact schools surveyed indicated that summer usage of FWS was either not permitted or discouraged. This will affect the project design, as a project either needs a supplemental pool of money for the summer months or needs to operate only during the school year.

- Projects that are designed to be completed over two or three years need to be aware that a student's FWS grant is only for one year. Students need to reapply and qualify for Financial Aid each year. Since it is possible that a student may not qualify in subsequent years (for instance because of a change in the student's financial situation), a project using FWS students may need to be able to absorb the living allowance cost.

- FWS regulations require a 25 percent financial match. However, as of July 1, 1998, the match can be waived for students tutoring in Literacy and Family Literacy projects working with elementary youth.

- The financial aid year starts on July 1. Projects that are using FWS students in one-year AmeriCorps projects may wish to structure the project to end before this date to avoid having to deal with potential FWS eligibility changes. These projects should also attempt to start as early in the school year as possible because the later in the school year a project begins, the harder it is to recruit FWS eligible students.

- The use of FWS with national service has recently raised some questions regarding the application of the Fair Labor Standards Act. Presently, the Corporation for National Service is exploring the Act's impact and may have to rethink the options and models of using FWS with AmeriCorps and Education Award Only programs.

Recommendations:

MODELS FOR USING NATIONAL SERVICE AND COLLEGE STUDENTS

As a whole, this is a good model that is already being utilized successfully and that the Corporation for National Service is promoting. A project that was designed to be a one-year project and that required members to complete some number of hours less than 900 in order to receive a reduced part-time education award might find recruitment and retention easier than projects designed for multiple years or projects requiring 900 hours of service in one year. A project requiring fewer hours can also be structured to operate for the nine-month school year. This will avoid or lessen issues of multiple financial aid years, students exhausting their FWS awards, and schools that do not allow summer FWS usage. The drawbacks to this approach include students receiving a smaller education award and less service being performed. Projects interested in utilizing FWS students will want to have early discussions with the FWS administrators to work through the complex logistics that occur when attempting to connect the two programs. It is important to remember that special event activities, such as state-wide gatherings of AmeriCorps members, are more difficult for students to attend because while they can often arrange their regular service schedules around their personal class schedule, special events will not be as flexible (e.g., requiring overnight travel or full-day commitments).

College students as AmeriCorps*VISTA summer associates

AmeriCorps*VISTA regulations do not permit members to be enrolled in school, so this precludes college students from serving as an AmeriCorps*VISTA member for a full year. However, college students are an ideal population for serving as AmeriCorps*VISTA Summer associates, who serve full-time for nine weeks during the summer and qualify for a $1000 education award at the end of their summer term. Summer associates are allowed to be enrolled in classes, however they may not have a second job. As AmeriCorps*VISTA living allowances are directly administered by the Corporation for National Service and not the member's host site, using FWS for the member living allowance is not currently an

MODELS FOR USING NATIONAL SERVICE AND COLLEGE STUDENTS

option. However, this might be a possibility through cost-sharing. The Corporation should examine and explore this idea more closely as a future possibility. One drawback to this model is that members could perform two summer's worth of service, earn two $1000 education awards ($2000) and not be eligible for further AmeriCorps participation, whereas if they were to enroll as full-time AmeriCorps members after they graduate from college, they could participate for two years and earn up to $9450 in education awards.[1]

Non-student AmeriCorps members placed on college campus

Another model is the placement of AmeriCorps or AmeriCorps*VISTA members on a college campus in a service office. This model is currently being employed by several state Campus Compacts, Virginia COOL, and others. In this model, a Campus Compact or a collaboration of higher education institutions would receive an AmeriCorps grant and would then place the AmeriCorps members at a number of different colleges and universities.

- This model can utilize either AmeriCorps or AmeriCorps*VISTA members. The differences would be that AmeriCorps members are typically placed in teams and are required to focus on direct service activities, whereas AmeriCorps*VISTA members are typically placed in individual assignments and have more of a capacity-building focus.
- This model can help provide development of the infrastructure and support that is currently lacking at many colleges. Among the ways an AmeriCorps member could be utilized are coordinating volunteers and work-study students, developing volunteer opportunities and FWS jobs, and educating faculty and promoting service-learning.

Non-student AmeriCorps members serving alongside college students

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[1] The national service reauthorization legislation submitted to Congress in March 1998 proposes allowing individuals to earn up to the equivalent of two full-time Education Awards.

MODELS FOR USING NATIONAL SERVICE AND COLLEGE STUDENTS

AmeriCorps projects are strongly encouraged to recruit non-stipended volunteers and college student volunteers can be an excellent method for fulfilling this objective. The cautions here are that college volunteers are generally not going to have the level of training that AmeriCorps members are provided. Additionally, this type of recruitment involves some level of relationship with an institution in order to have the access needed to solicit the students. An example of this would be AmeriCorps members serving alongside FWS students and non-stipended volunteers in an America Reads project.

Learn and Serve America grants

Learn and Serve America, like AmeriCorps, is a program of the Corporation for National Service. Learn and Serve America supports efforts to make service an integral part of the college experience. Unlike AmeriCorps, which is a program designed to provide education awards to individuals in exchange for a year of community service, Learn and Serve America is a grant-maker whose grants help universities and nonprofit organizations create and strengthen community service and service-learning initiatives. Learn and Serve America grants also support technical assistance for expanding the field of service-learning - for example, through faculty trainings and dissemination of resource materials.

RECOMMENDATIONS FOR FURTHER LOCAL DEVELOPMENT

The following ten recommendations are designed to summarize actions that will help develop and strengthen the underlying infrastructure needed by colleges, communities, and students in order that service opportunities for students can continue to grow. These recommendations were made by individuals interviewed for this guide, including school administrators, students, community service contacts, work-study directors, national service project directors, and representatives from community agencies.

1. Colleges should maintain or establish service offices with sufficient funding, staff, and space to be sustainable. Having the service office function as a central location and contact point for information about all types of service activities often will help communication, efficiency, and effectiveness.

2. Communities, community organizations, college faculty and staff, and students all must be equal partners in the planning process of service activities.

3. Proper supervision, training, support, and appreciation must be provided to the students. Both colleges and community agencies have a role in ensuring that these occur.

4. College service offices can sponsor service fairs and other events that permit community organizations, service-learning faculty, student groups, and individuals to come together to share opportunities and interests.

5. Community agency volunteer directors and college service office directors would likely benefit from becoming active members of local volunteer administrator networks. These networks are often generically referred to as DOVIA's (Directors of Volunteers in Agencies).

6. Colleges could make resource lists available to community agencies. Ideas for resource lists include: contact information for

RECOMMENDATIONS FOR FURTHER LOCAL DEVELOPMENT

faculty involved or interested in service-learning, student groups, and community organizations using college student resources. A list of the majors offered by an institution or information on current CSFWS positions can help organizations think of ways in which they might use CSFWS students.

7. Colleges could develop standardized processes and procedures for internships and CSFWS. This is important for agencies that use students from multiple institutions.

8. Colleges might explore options that would allow the scheduling of classes in such a way that makes it easier for students to arrange their own schedule so that they can have entire mornings, afternoons, or even full days available for service activities. Similarly, community organizations will need to be flexible and open to using students in evenings and on weekends.

9. A web page on the Internet could be developed in which community organizations can advertise opportunities for college students. This should be done by the local volunteer administrator network and should be promoted by all local colleges. This would be a centralized location that would help eliminate the need for community organizations to submit copies of opportunities to each institution.

10. Colleges and community organizations should explore options for financial or in-kind support for service activities. What opportunities are there for corporate partnerships? Can a campus police department help with the cost of background checks? Can the health services department assist with necessary physicals or immunizations that may be needed for serving with children? Can campus facilities be made available for field trips for youth? Can technical assistance be given in grant-writing or are there options for partnering together on grants?

RESOURCES - Organizations and Web Sites

Connecting college students with service can be a difficult task. The list of organizations and web sites listed below represent a sample of what is available and can be used to start a search for what may be available at a nearby campus. While many of the organizations and web pages listed below are national in focus, most offer lists of the colleges and universities that have affiliates or chapters of the national organization and often provide links to the local web sites.

Most colleges have their own web sites containing a wide range of information. Typically, the address for a school's main web page (homepage) will be http://www.<COLLEGE>.edu -- replacing the <COLLEGE> with either the name of institution or an abbreviation of the name (e.g., Mount Union College's homepage can be found at http://www.muc.edu; Hocking College's homepage is http://www.hocking.edu).

Alpha Phi Omega National Service Fraternity

14901 East 42nd Street
Independence, MO 64055
Phone: (816) 373-8667
Fax: (816) 373-5975
E-mail: aponed@aol.com
Web site: http://www.apo.org

> Alpha Phi Omega is a National Service Fraternity—college students gathered in an organization based on fraternalism and founded on the principles of leadership, friendship, and service. The fraternity has chapters at approximately 350 colleges.

America Reads Challenge

U.S. Department of Education
600 Independence Avenue, Room 6100
Washington, DC 20202
Phone: (202) 401-8888
Fax: (202) 401-0596
Web site: http://www.ed.gov/inits/americareads/

The Department of Education's America Reads homepage is the official web site for information about President Clinton's initiative to ensure that every child reads well and independently by the end of third grade.

The Corporation for National Service also has an America Reads web site: http://www.nationalservice.org/areads/index.html

American Association of Community Colleges

One Dupont Circle, N.W., Suite 410
Washington, DC 20036-1176
Phone: (202) 728-0200
Fax: (202) 833-2467
Web site: http://www.aacc.nche.edu

AACC's service-learning initiative began with a 1994 grant from the Corporation for National and Community Service to strengthen the service-learning infrastructure within and across community colleges, and to help train faculty members in skills needed to develop effective service-learning opportunities. The AACC project has three components: National data collection, Service-learning Grants, and Technical Assistance.

American Humanics

4601 Madison Avenue
Kansas City, Missouri 64112
Phone: (816) 561 -6415
Phone: 800-343-6466
Fax: (816) 531-3527
Web site: http://www.humanics.org

American Humanics is an alliance of colleges, universities, and non-profits preparing undergraduates for careers with youth and human service organizations.

Best Buddies International

100 S.E. Second Street, Suite 1990
Miami, FL 33131
Phone: 1-800-89-BUDDY
Phone: (305) 374-2233

Fax: (305) 374-5305
E-mail: BestBuddies@juno.com
Web site: http://bestbuddies.org

The mission of Best Buddies is to enhance the lives of people with mental retardation by providing opportunities for socialization and employment. The Best Buddies Colleges program pairs people with mental retardation in one-to-one friendships with college students.

The Big Dummy's Guide to Service Learning
Web site: http://www.flu.edu/~time4chg/Library/bigdummy.html

This web page is a beginner's guide to service-learning. It contains a series of questions and answers on faculty, programmatic, student, administrative, and non-profit issues as related to service-learning.

Bonner Foundation
22 Chambers Street
P.O. Box 712
Princeton, NJ 08542
Phone: (609) 924-6663
Fax: (609) 683-4626
E-mail: info@bonner.org
Web site: http://www.bonner.org/default2.html

The Bonner Scholar Program provides scholarships to students at 23 specific colleges and universities who need financial assistance and who have a commitment to strengthening their communities through service. The foundation also supplies training and technical assistance to help colleges develop the leadership and structures to create and maintain a service ethic on campus.

Break Away: the Alternative Break Connection
Box 6026, Station B
Nashville, TN 37235
Phone: (615) 343-0385
Fax: (615) 343-3255

E-mail: BRAKAWAY@ctrvax.vanderbilt.edu
Web site: http://www.vanderbilt.edu/breakaway

Break Away: the Alternative Break Connection is a nonprofit organization based at Vanderbilt University that serves as a national resource of information on alternative break programs. Its mission is to promote service on the local, regional, national, and international levels through break-oriented programs, which immerse students in often vastly different cultures, heighten social awareness, and advocate life-long social action. Break Away provides information on planning and running a quality break program to schools and community organizations in the Break Away network. Break Away's programs and services include training and special events, publications, membership opportunities, networking, and access to the SiteBank Catalog, a directory of community organizations that host alternative break programs across the country. Break Away's web site also offers a variety of links to other service oriented web sites.

Campus Compact
Box 1975
Brown University
Providence, RI 02912
Phone: (401) 863-1119
Fax: (401) 863-3779
E-mail: campus@compact.org
Web site: http://www.compact.org

Campus Compact: The Project for Public and Community Service is a national membership organization of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. It is the only national higher education organization whose primary purpose is to support campus-based public and community service.

Campus Compact National Center for Community Colleges
145 N. Centennial Way, Suite 108
Mesa, AZ 85201

Phone: (602) 461-6280
Fax: (602) 461-6218
Web site: http://www.mc.maricopa.edu/academic/compact/

The Campus Compact National Center for Community Colleges has a dual mission. First, it serves as a national advocate for community colleges in service learning to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means to improve teaching and learning to the ultimate benefit of students and the communities in which they live.

Campus Ecology
National Wildlife Federation
8925 Leesburg Pike
Vienna, VA 22184
Phone: (703) 790-4000
Web site: http://www.nwf.org/campus/

Campus Ecology is a full-service, regionally based program that helps campus leaders -- students, staff, administrators, and faculty -- implement and sustain environmental programs. Campus Ecology provides resources, training, and expertise in a broad range of ecological issues and organizing skills, and places particular emphasis on reaching diverse institutions of higher learning.

Campus Outreach Opportunity League (COOL)
1531 P Street, N.W., Lower Level
Washington, DC 20005
Phone: (202) 265-1200
Fax (202) 265-3241
E-mail: homeoffice@cool2serve.org
Web site: http://www.cool2serve.org

Founded in 1984, the Campus Outreach Opportunity League (COOL) is a national non-profit that helps college students start, strengthen, and expand their community service programs. COOL works with hundreds of campuses and thousands of

students. COOL holds an annual student-run conference that attracts over 2,000 students. COOL's staff visits hundreds of college campuses giving workshops that encourage, promote, and initiate programs that get students involved in service. COOL's web site provides links to college service offices throughout the country, as well as offering links to a variety of other service oriented web sites.

Circle K International (Kiwanis International)
3636 Woodview Trace
Indianapolis, IN 46268
Phone: 800-KIWANIS
Phone: (317) 875-8755
Fax: (317) 879-0204
E-mail: cki@kiwanis.org
Web site: http://www.kiwanis.org/circlek

Circle K International is an organization devoted to involving college and university students in campus and community service while developing quality leaders and citizens. Circle K inspires people to better our world through its international membership of over 11,000 collegians on more than 500 college campuses in nine nations.

Corporation for National Service
1201 New York Avenue, N.W.
Washington, DC 20525
Phone: (202) 606-5000
TDD: (202) 565-2799
Fax: (202) 565-2781
Web site: http://www.nationalservice.org

The mission of the Corporation for National Service is to provide opportunities for Americans of all ages and backgrounds to engage in community-based service that addresses the nation's educational, public safety, environmental, and other human needs to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational

opportunity for those who make a substantial commitment to service. The Corporation has an office in each state, which are responsible for the oversight of AmeriCorps*VISTA and National Senior Service Corps programs within the state.

Expanding Federal Work-Study and Community Opportunities -An FWS Resource Guide from the U.S. Department of Education
Web site: http://www.ed.gov/offices/OPE/pubs/WorkStudy/index.html

This is an on-line copy of a publication produced in May 1997 by the U.S. Department of Education. In it is a discussion of the basic requirements for administering FWS as well as detailed information about specific requirements related to FWS-funded community service positions. There is also a "Best Practices" appendix. The community service and tutorial services described by the twenty colleges that submitted best practices illustrate very well the potential for using FWS resources to meet the needs of our communities and schools.

Florida Office of Collegiate Volunteerism
345 South Magnolia Drive, Suite D12
Tallahassee, FL 32301
Phone: (850) 922-2922
Fax: (850) 922-2928
E-mail: focv@mailer.fsu.edu
Web site: http://www.fsu.edu/~focv/

The mission of the Florida Office of Collegiate Volunteerism is to encourage and promote collegiate volunteerism by providing resources and enhancing statewide cooperation. The Florida Office of Collegiate Volunteerism (FOCV) was created by the Florida State Legislature in 1990. Since then, it has established itself as the primary clearinghouse for information, financial assistance and technical support for college volunteers throughout Florida. FOCV works to promote student volunteerism at Florida's two- and four-year colleges and universities regardless of public or private status.

Golden Key National Honor Society

1189 Ponce De Leon Avenue, N.E.
Atlanta, Georgia 30306-4626
Phone: 800-377-2401
Phone: (404) 377-2400
Web site: http://gknhs.gsu.edu/

Golden Key National Honor Society is a nonprofit academic honors organization founded for the purpose of recognizing and encouraging scholastic achievement among students from all academic fields. The Society unites talented undergraduate students with prominent faculty and university administrators who are active in Golden Key at the chapter and national levels.

(Ohio) Governor's Community Service Council

51 North High Street, Suite 481
Columbus, OH 43215
Phone: (614) 728-2916
Fax: (614) 728-2921
Web site: http://www.state.oh.us/ohiogcsc

The Council's mission is to foster an infrastructure that connects, supports, promotes, and replicates effective community service, service-learning, and volunteer programs to: address the State's and its communities critical and diverse needs; offer additional, meaningful opportunities for all generations to serve.

Habitat for Humanity

121 Habitat Street
Americus, GA, 31709
Phone: (912) 924-6935.
E-mail: public_info@habitat.org
Web site: http://www.habitat.org/ccyp

Habitat for Humanity International (HFHI) is a nonprofit, ecumenical Christian ministry dedicated to eliminating substandard housing and homelessness worldwide and to making adequate, affordable shelter a matter of conscience and action. Habitat has over 480 campus chapters which are unincorporated student-run, student-led organizations that perform three main

functions: building or rehabilitating houses in partnership with Habitat affiliates and homeowners; educating the campus and local community about affordable housing issues and the work of Habitat for Humanity; and raising funds for the work of Habitat.

International Partnership for Service Learning

815 Second Avenue, Suite 315
New York, NY 10017-4594
Phone: (212) 986-0989
Fax: (212) 986-5039
E-mail: pslny@aol.com
Web site: http://www.studyabroad.com/psl/pslhome.html

The International Partnership for Service Learning has originated, designed and implemented international/intercultural service-learning since 1982. Partnership programs unite academic study and community service, so that the service makes the study immediate and relevant, and the study relates to and supports the service. By combining formal study with service to the local community, students find their learning takes on greater depth and meaning. Working among community people brings classroom lessons to life, while the formal study broadens the students' understanding of their surroundings and gives perspective to daily impressions.

Internet Headquarters for Student Governments

Web site: http://www.umr.edu/~ihsg/

The Internet Headquarters for Student Governments is designed to be a clearinghouse for ideas, web links, and student issues. The intent of this site is to give student governments the chance to interact with each other in such a way that everyone benefits.

The National Association for Public Interest Law (NAPIL)

1118 22nd Street, NW, Third Floor
Washington, DC 20037
Phone: (202) 466-3686
Fax: (202) 429-9766
Web site: http://www.napil.org/

The National Association for Public Interest Law (NAPIL) was founded in 1986 by law students on 15 campuses to surmount the obstacles that bar access to equal justice for millions of poor and disadvantaged Americans. NAPIL has since grown into a national coalition of student organizations on 142 campuses -- seventy-five percent of all ABA-approved law schools. NAPIL is the largest organization in the country devoted exclusively to training the next generation of public service lawyers.

National Association of Student YMCAs

101 North Wacker Drive
Chicago, IL 60606
Phone: (312) 977-0031
Fax: (312) 977-9063
Web site: www.ymca.net

This is an association of approximately 40 campus-based YMCAs, a majority of which operate service-learning programs.

National Pan-Hellenic Council

E-mail: nphc@indiana.edu
Web site: http://www.nphc.org/

The National Pan-Hellenic Council is a national coordinating body for the nine historically African American Fraternities and Sororities. The web page contains a link to each member organization.

National Residence Hall Association Internet Index
Web site: http://ualvm.ua.edu/~crispen/rha.html

This web page is simply a list of links to individual college and university Residence Hall Association web pages.

National Service-Learning Cooperative Clearinghouse
1954 Buford Avenue, Room R-460
St. Paul, MN 55108
Phone: 800-808-SERVe(7378)
Fax: (612) 625-6277
E-mail: serve@maroon.tc.umn.edu
Web site: http://www.nicsl.coled.umn.edu

The Clearinghouse is a partner in the National Service-Learning Cooperative (NSLC). As a central repository of information about service-learning programs, organizations, people, calendar events, and literature/multimedia materials, the NSLC Clearinghouse provides access to service-learning information through Information Specialists at a toll-free telephone number (1-800-808-SERVE) and via the Internet.

National Society for Experiential Education
3509 Haworth Drive, Suite 207
Raleigh, NC 27609-7229
Phone: (919) 787-3263
Fax: (919) 787-3381
E-mail: info@nsee.org
Web site: http://www.nsee.org

The National Society for Experiential Education (NSEE) is a membership association and national resource center that promotes experienced-based approaches to teaching and learning. The mission of NSEE is to foster the effective use of experience as an integral part of education, in order to empower learners and promote the common good. The goals of the organization are: to advocate for the use of experiential learning throughout the educational system and the larger community; to disseminate information on principles of good practice and on innovations in the field; to enhance the professional growth and

leadership development of our members; and to encourage the development and dissemination of research and theory related to experiential learning.

National Student Campaign Against Hunger and Homelessness (NSCAHH)

11965 Venice Blvd., Suite 408
Los Angeles CA 90066
Phone: 1-800-NO-HUNGR ext. 324
E-mail: nscah@aol.com
Web site: http://www.pirg.org/nscahh/index.htm

The National Student Campaign Against Hunger and Homelessness (NSCAHH) works with a coalition of students and community members across the country to end hunger and homelessness through education, service and action. Started a decade ago by the PIRGs and USA for Africa, NSCAHH is now the largest student network fighting hunger and homelessness in the country, with more than 600 participating campuses in 45 states.

Ohio Campus Compact

615 North Pearl Street
Granville, OH 43023
Phone: (740) 587-7680
Fax: (740) 587-7681
Web site: http://www.ohiok-16service.org

Ohio Campus Compact (OCC) is a coalition of colleges and universities—public and private, two-year and four-year-- established to increase campus-wide participation in community and public service. OCC member institutions integrate such service into students' studies, making community service activities a valued element of the undergraduate experience. The institutions are committed to enhancing student's responsibility, citizenship, and awareness of the community while reinvigorating higher education's concern for improving the quality of life in society.

Oxfam America

26 West Street

Boston, MA 02111-1206
Phone: (617) 482-1211
Fax: (617) 728-2594
E-mail: info@oxfamamerica.org
Web site: http://www.oxfamamerica.org/

Oxfam America is dedicated to creating lasting solutions to hunger, poverty and social injustice through long-term partnerships with poor communities around the world. Oxfam distributes educational materials on issues of development and hunger and established the annual Fast for a World Harvest, which campuses can use as a fundraising and awareness-raising event.

Points of Light Foundation
1400 I Street, NW Suite 800
Washington, DC 20005
Phone: (202) 729-8000
Fax: (202) 729-8100
E-mail: volnet@aol.com
Web site: http://www.pointsoflight.org/

Founded in May 1990, the Foundation is a nonpartisan nonprofit organization devoted to promoting volunteerism. The Foundation is based in Washington, DC, and works in communities throughout the United States through a network of over 500 Volunteer Centers.

Service-Learning on the Web
Web site: http://csf.colorado.edu/sl/

This site is home to a large number of Service-Learning resources available on the Web.

Student Coalition for Action in Literacy Education (SCALE)

140 1/2 East Franklin Street
CB#3505 UNC-CH
Chapel Hill, NC 27599-3505
Phone: (919) 962-1542
Fax: (919) 962-6020
E-mail: scale@unc.edu
Web site: http://www.unc.edu/depts/scale

Founded in 1989 by two students, SCALE is a national organization that mobilizes college students to address the literacy needs of this country through partnerships with community agencies, service organizations, new readers, students, faculty, and administrators.

Student Environmental Action Coalition (SEAC)

P.O. Box 31909
Philadelphia, PA 19104
Phone: (215) 222-4711
E-mail: seac-office@seac.org
Web site: http://www.seac.org

SEAC is striving to be a grassroots organization lead by its members, dedicated to building power among students and youth involved in environmental and social justice action. It accomplishes its mission by encouraging local, regional, and national leadership through: educational resources, building coalitions and encouraging cooperative actions, challenging the traditional definition of "environment," and using effective strategies and tactics.

Student Pugwash USA (SPUSA)

815 15th Street, NW, Suite 814
Washington, DC 20005
Fax: (202) 393-6550
E-mail: spusa@spusa.org
Web site: http://www.spusa.org/pugwash/

Student Pugwash USA's chapter program gives students the opportunity to bring meaningful discourse and activities concerning issues of science, technology and ethical responsibility to their own campuses. In 1981, Student Pugwash USA chapters were founded at five campuses. Since then, the chapter program has grown out of students' desire to have an ongoing forum to discuss science, ethics, and world affairs. Today, students on campuses across the country are participating in hundreds of local, regional, and national events. To find out more about Student Pugwash USA's chapter program call 1-800-WOW-A-PUG or e-mail chapter@spusa.org.

Students for Responsible Business (SRB)

609 Mission Street
San Francisco, California 94105
Phone: (415) 778-8366
Fax: (415) 778-8367
E-mail: Mail@SRB.Org
Web site: http://www.srbnet.org/

SRB's mission is to foster a new generation of leaders who use the power of business to create a better world. Through an integrated strategy of organization development and program development, we provide our members with unique opportunities to develop themselves as leaders while exploring and expressing the appropriate role of business in our world. At present, the organization has about 1,250 members representing 120 graduate business schools throughout North America, 1,100 of whom are affiliated with one of 40 established chapters.

United Way of America

701 North Fairfax Street
Alexandria, Virginia 22314-2045
Phone: (703) 836-7100
Web site: http://www.unitedway.org/

United Way is a national system of volunteers, contributors, and local charities built on the proven effectiveness of local organizations helping people in their own communities. United Way of America is the national membership organization that

supports nearly 1,400 independent local United Ways across the country with services and training. The web site contains links to local United Way organizations throughout the country.

U.S. Department of Education
Web site: http://www.ed.gov/index.html

The homepage for the U.S. Department of Education.

Youth Service America
1101 15th Street, NW Suite 200
Washington, DC 20005
Phone: (202) 296-2992
Fax: (202) 296-4030
E-mail: info@ysa.org
Web site: http://www.servenet.org

Youth Service America is an alliance of organizations committed to community and national service. Its mission is to build healthy towns and cities, and foster citizenship, knowledge, and personal development through a powerful network of service opportunities for young Americans.

RESOURCES - Listservs

A listserv, often called a discussion group, is a mailing list of people who communicate about a common interest through Internet e-mail. When a person subscribes to a listserv their e-mail address is added to that listserv's mailing list, and the person receives every message that is sent by anyone on that mailing list. Likewise, messages to the listserv sent by that person go to everyone on that list. A listserv is like a bulletin board, which means every message posted is seen by everyone on the mailing list.

ACList:

AClist links all people interested in AmeriCorps, including: AmeriCorps members, AmeriCorps project directors, state commissions, training and technical assistance providers, Corporation for National Service staff and anyone else interested in AmeriCorps and national service.

> To subscribe to ACList send an e-mail message to: majordomo@etr-associates.org in the body of the message, type: subscribe aclist

America Reads:

Literacy specialists, college community service directors, and others interested in the Initiative share information and questions about America Reads.

> To subscribe send an e-mail message to majordomo@etr.associates.org in the body of the message type: subscribe americareads

COOL:

Campus Outreach Opportunity League's COOL e-mail list is comprised primarily of students, staff, and faculty who discuss and debate issues, ideas, and plans about service activities on their campuses.

> For information on subscribing to the COOL list, send an e-mail message to homeoffice@cool2serve.org

Learn and Serve Higher Education:

This mailing list is for recipients of Learn and Serve America Higher Education grants from the Corporation for National Service.

To subscribe send an e-mail message to jraybuck@aol.com asking to be subscribed to the list.

Service-learning:

This list is intended for discussing Service-Learning and the world we hope to better through our efforts in service-related education. This list is intended primarily for discussions of pedagogy, curriculum development, syllabi, bibliographies, works in progress, and related concerns.

To subscribe send an e-mail message to listproc@csf.colorado.edu in the body of the message type: sub service-learning <yourfirstname yourlastname>

Student Employment:

This list is for financial aid administrators, work-study directors, and others interested in issues related to college student employment.

To subscribe send an e-mail message to listserv@LISTSERV.ARIZONA.EDU in the body of the message type: subscribe studemp <your name>

ABOUT THE AUTHOR:

Howard Wolf, of University Heights, Ohio, is a National Service Fellow for the Corporation for National Service. Previously, he worked for the Greater Cleveland Neighborhood Centers Association as an AmeriCorps Project Coordinator for three years. While in college at Case Western Reserve University, he was a member of the Student Volunteer Activities Coordinating Committee, a student-initiated effort which encouraged the university to create an Office of Student Community Service, an office for which he later worked. His jobs while in school were also service-oriented, with duties that included coordinating Project STEP-UP (a Point of Light-winning, student tutoring and mentoring program) and developing Community Service Learning Federal Work-Study positions in conjunction with the school's Student Employment Office. Mr. Wolf's interest in community service began as a youth in the Boy Scouts of America, where he earned his Eagle Scout Award. He continues his Scouting today by serving on a number of committees. Through his volunteer service with Alpha Phi Omega National Service Fraternity, Mr. Wolf has advised and helped start chapters at four colleges and universities, as well as serving a term as the Sectional Chair responsible for supporting chapters throughout Eastern Ohio. Upon the completion of his National Service Fellowship, Mr. Wolf will be returning to the Weatherhead School of Management at Case Western Reserve to earn a Master's Degree in Business Administration (MBA) and a Certificate of Non-profit Management.